The Educational Weekly.

THE EDUCATIONAL WEEKLY.

THE UNION OF

THE SCHOOL BULLETIN AND N. W. JOUR. OF EDUCATION, *Wisconsin.*
THE MICHIGAN TEACHER, *Michigan.*
THE ILLINOIS SCHOOLMASTER, *Illinois.*
THE NEBRASKA TEACHER, *Nebraska.*
THE SCHOOL, *Michigan.*
HOME AND SCHOOL, *Kentucky.*
THE SCHOOL REPORTER, *Indiana.*

EDITORS:

Prof. WILLIAM F. PHELPS, President State Normal School, Whitewater, Wis., Editor-in-Chief.
Prof. EDWARD OLNEY, University of Michigan, Ann Arbor.
Hon. J. M. GREGORY, President Illinois Industrial University, Champaign.
Hon. NEWTON BATEMAN, President Knox College, Galesburg, Ill.

MANAGING EDITOR:

S. R. WINCHELL, 170 Madison Street, Chicago.

CHICAGO, THURSDAY, SEPTEMBER 27, 1877.

Editorial.

ACCORDING to the most reliable information there are abou 250,000 teachers employed in the various grades and classes of schools in the United States. The number of schools is believed to be about 150,000, and the number of pupils actually enrolled is not far from 8,500,000. These figures do not, however, include the entire school population, nor represent the necessities of the country as to the number of schools and teachers. The vast army of illiterates, and the school appliances that should be brought to bear upon the education of that class, are for the present left out of view. Were adequate provision to be made for the whole school population of the country, these figures would be largely increased. The number of schools would be swelled to at least 250,000, and the number of teachers to nearly double the number of schools. That such provision should speedily be made no person can question who concedes the necessity of education as a preparation for citizenship. The same logic that determines the wisdom of educating a part demonstrates the still greater wisdom of educating the whole of the people. And the policy that assumes to provide any education at all is bound to provide that it be unmistakably sufficient in quantity and good in quality. Hence, the duty of giving to every child within the borders of the republic the best education that it is possible to provide is clear and unquestionable. To this duty the nation should address itself with a comprehensiveness of plan and a vigor of purpose at least equal to those by which it provides for the common defense, or discharges any other function essential to the integrity and safety of the country and its institutions.

Foremost among the agencies requisite to the accomplishment of this grand purpose stands the TEACHER. *The teacher is, or ought to be the prime moving power in universal education.* It is the teacher that makes or unmakes the school. It is not possible for the schools of any people to rise above the moral and intellectual standard of their teachers. It is not possible for poor teachers to make good schools. It is not possible for ignorant, unskillful, and inefficient teachers to create and keep alive that public sentiment which is indispensable to the support of good schools. It is not possible that such teachers should send into the community those well-taught, well-drilled reinforcements so necessary to build up, strengthen, and perpetuate it. It is not possible that they should create and maintain a supply of the material out of which competent superintendents, boards of education, and other school officers may be drawn. Indeed, the whole question of the possibility of a successful scheme of universal education turns upon the possibility of producing a supply of worthy, able, successful teachers. Upon this vital point public opinion cannot be too well settled, nor can the requisite measures be too wisely and efficiently directed.

It has heretofore been shown in these columns that incompetency is one of the principal weaknesses in the educational work of the country. Incompetent teachers, incompetent superintendents, and incompetent school boards are far from being exceptional cases in the administration and instruction of our schools. Among the results of this condition of things, we have a lack of organization, countless errors in supervision, and thorough inefficiency in the work of the school-room. Relatives, personal friends, and dependents are often given precedence over those who possess learning, experience, and skill. Striplings, inflated with vanity and presumption, notoriously deficient in scholarship and professional character are elevated to important positions, and "retired country clergymen whose sands of life are nearly run out" are allowed to retail their crude educational prescriptions to gaping crowds at county institutes at the expense of the state. The radical evil of incompetency is thus permitted to perpetuate and even multiply itself. Superficial and slip-shod teaching in the schools is itself the prime cause of all other weaknesses in the system.

Obviously the remedy must begin with the elevation of the teacher. He and she must be thoroughly taught and wisely, carefully trained. Beyond the knowledge of the books, above the routine of the schools, superior to the empirical maxims of the old-time pedagogue, there is a science of education that should be studied, and an art of teaching that should be mastered as a condition precedent to an assumption of the responsibilities of the teacher. There is an apprenticeship of practice in the light of well-defined principles and under the most intelligent supervision and criticism, that should be insisted upon as a necessary preparation for the work of the class room. There is a true and elevated conception of the ends of education that should exist in every soul, intensify every motive, and shape every method of those who assume to form the common mind and develop in our children and youth the germs of a noble manhood and womanhood. How to realize these grand conceptions, how to impart this clearness of vision, how to secure this "cunning skill" in the vast army of teachers required to carry forward successfully and wisely the educational work of a great nation like ours is a mighty problem. But it is one with which we are called upon to grapple resolutely and wisely. Its very magnitude is one of the strongest motives that can address itself to the patriotism and intelligence of the nation, since it involves the question of the nation's destiny.

The most potent of the remedial measures looking to a vast improvement in the personal and professional character of teachers must, of course, be reckoned the teacher's seminary, or normal school. The multiplication and perfection of this instrumentality is one of the cardinal duties of the hour. Notwithstanding the crude and carping criticisms that have been leveled at the normal schools, it is undeniable that they are to-day the most potent agencies in our school system. Their defects are freely conceded. The possibility of great improvements in their organization and management is as freely admitted. They should be relieved of all excrescences in the shape of academical and preparatory departments. Their standards of admission should be raised. The amount of what may be called distinctively professional work may and should be increased. The best professional and practical talent in the land should be placed in and at the head of their faculties of instruction. Their financial foundations should be placed below the shifting sands of partisan politics, and they should be brought into intimate organic connection with the great public school system of which they are the true head and heart. In every state they should be numerous and efficient enough to create and maintain a supply of competent teachers for the whole system. The question of expense is of secondary importance, although there is no need that there should be any extravagant outlay. Good schools are the producers of more wealth, a thousand fold, than they ever consume. Hence, to economize here in the sense of impairing their usefulness, is like killing the fowl that laid the golden egg.

Other means of contributing to the elevation of the teacher remain to be noticed hereafter. The normal school has been accorded the first place because it is not only the most direct and efficient, but the most comprehensive. Any and all other means could be more readily dispensed with if a choice must be made. For it, no substitute can be proposed. It is to the teacher what other special schools are to other professions. It is capable of doing for the teachers what no other agency or all others combined can do so directly and economically. Let such schools be multiplied, then, as rapidly as the resources of the country will permit. Let them be improved in the light of the best reason and experience of the time. Let not their best interests be sacrificed to make an empty show of numbers. Let those who advertise a total enrollment of ten or eleven hundred as their best recommendation be taken at their true worth. As true teachers' seminaries such specimens are spurious. Little or nothing can be done in such mammoth concerns to promote that *true growth of personal and professional character which must ever be the result of intimate personal intercourse between the teacher and taught.* When a normal school grows beyond an average of two or three hundred in its professional department, it is at the expense of its efficiency and value as a trainer of teachers and a moulder of professional character. There is frequently a vast difference between a name and its objects. The world is well stocked with misnomers, and it is not altogether barren in false pretenses. Our normal schools should be far more greatly distinguished for the excellence of their special work than for any abnormal growth in numbers. Small schools may be made vastly more useful than large ones, by a concentration of work upon good materials.

General Schofield, commanding the Department of West Point, has given a valuable hint to college presidents and trustees of higher institutions of learning, by issuing a general order not only prohibiting hazing, but *holding the officers in charge responsible for the execution of the order.* While the abominable and senseless practice of hazing is discountenanced and condemned by all except the simple sophomores, it is nevertheless tolerated by the authorities who have often the power, though not the disposition, to effectually interfere and put a stop to the practice. It may well be claimed that the faculty of any educational institution should be held responsible as well for the comfort and protection of the students under their charge as for the peace and good order of the institution, and they should be held derelict in duty if they fail to exercise such authority in the matter of hazing as will effectually prevent its indulgence. As this is the season of the year when collegiate institutions are most apt to meet with this disorder, from the annual influx of new students, we suggest that the attention of governing bodies be promptly turned to the matter, and that a decided position be taken against anything which may have been heretofore tolerated under that name. W.

Too much importance is apt to be placed by examiners of teachers in the ability of the candidates to correctly answer in writing such questions as have been previously prepared bearing upon the different subjects contained in the text-books to be taught. A written examination is a good means of testing a teacher's ability to perform arithmetical or other examples, or her memory of definitions, etc.; but it is only a partial test of her ability to teach school. No test of such ability can be complete without more or less oral examination, unless this be supplied by actual observation of her teaching ability while she is engaged in performing her school-room duties. Such observation, if satisfactory to the examiners, is a safer evidence to rely on as to fitness for teaching than the most perfectly written examination paper. There is something more than education necessary to ensure fitness for teaching. A child twelve years of age might pass a much better written examination for a second grade certificate than a veteran teacher whose fitness is unquestioned—being proven by years of honorable and successful experience. Such experience should go very far in determining a candidate's qualifications; indeed, though education be lacking, and the written answers be unsatisfactory, the successful experience of the candidate should always prevent the withholding of a certificate. It is one thing to know a fact or a principle, and another thing to be able to tell it in such a way as to imimpart instruction to minds hitherto ignorant. It is better for a candidate teacher to know a little and be able to teach it well than to know everything and not be able to teach at all. W.

THE TEACHER IN POLITICS.

IT is sometimes said that the school teacher should have nothing to do with politics; that it is his business to teach the school, and let the parents, whose servant he is, take care of the political questions of the day. That is to say, the men of most intelligence, the men who are picked out as the most competent to teach the rising generation, the men who discover and reveal the true principles of things, the men who write our books, who systematize and define the economy of politics, whose knowledge of history is greatest—in short, who *know the most*—these men should not open their mouths to tell others anything except what relates to teaching boys and girls. The teacher's opinion may be good enough to be the guide of youth, it may be safe enough

to let our children receive instruction from his lips, but when he opens his mouth to express an opinion on politics before his employers, he is presuming so far that his reëmployment in that district becomes a chance. A teacher who will permit any such preëmption of his political rights has not yet the true spirit of the teacher in him. It is not necessary or proper to "talk politics" in school or to urge the merits of any political party, but if there is any man whose duty it is to teach true principles of government, who ought to have an opinion and to express it respecting the fundamental principles of society, political as well as civil, it is the teacher of a public school. In the school-room it is his duty, whether by means of text-book or not, to teach the outlines of civil government as it exists in the nation and the commonwealth; and in the community it may be that he can expound with equal propriety the causes and results of existing complications in our political machinery.

The political duties of the teacher—especially the country teacher—are just now particularly worthy of recognition, as it is possible for the whole spirit of the educational work in a county to be changed for better or worse by the elections which are soon to occur. In most of the states, county superintendents are to be elected, and the common school teacher, as well as every other friend of educational progress, should feel an interest in the election, and should do all in his power to secure the selection of a competent and devoted superintendent. In most cases where the present incumbent has been devoted to his work, and has performed faithful and efficient service, no change will be desired, and his reëlection will be a matter of course; but here and there strong influences will be brought to nominate and elect those whose qualifications are at least in doubt. It becomes the duty of every teacher to come to the front and urge the nomination and then the election of such a man or woman as is known to possess the necessary education and good judgment to properly advise the teachers and wisely direct the public education of the county. To this extent, at least, the teacher should engage in politics. It is not necessary to become involved in political complications, but it is time that the teacher should begin to have an influence in politics, at least as far as it bears on public education. The educational work must be kept in the hands of educators; the system must be planned and maintained by educators; and educators must not permit unprincipled and selfish politicians to dictate to them in the administration of educational affairs. *Work for the reëlection of every efficient county superintendent.* W.

Contributions.

TEXT-BOOKS IN COMMON SCHOOLS.

Supt. David Kirk, Mankato, Minn.

OUR common schools would be more useful if suitable text-books were used. We believe in text-books. We never could see the propriety of going back to the Roman method of oral teaching, and thus dispensing with the aids of modern printing.

A text-book, however, should give only general principles and definitions and practical examples. The essence of a science consists in its definitions. No teacher can, on the spur of the moment, give good definitions. The modern school text-book stands in the same relation to school work that the steam engine does to mechanical work. Text-books are indeed necessary; they are indespensable, but they should be practical. Many text-books in use are not practical. In arithmetic, for instance, there are many problems that have ambiguous conditions or superfluous conditions, or contradictory and otherwise absurd conditions.

Examples of such problems might be given here, but are they not floating in the imaginations of every teacher? In addition to the Chinese puzzles found in some arithmetics, there are many problems simple in themselves, but of no utility. The buying of quinine and opium by avoirdupois weight, mixing by apothecaries' weight, and selling by dry measure for greenbacks, when gold is 146 in latitude 44 north may not be a very difficult process, but who uses these tables thus? Practical druggists tell us they have no such problems as are found in some arithmetics. Merchants, mechanics, and farmers use only the simplest combinations of numbers. Even railroad engineers and surveyors have no occasion to use five-story complex fractions. Our arithmetics are much better than those in use in the days of our fathers, but there is still room for improvement. The cry of "hard problems for discipline" will be silenced by a perusal of President Chadbourne's tract on "Waste in Education."

Text-books on grammar are also faulty. Out of respect to the old classification they are divided into orthography, etymology, syntax, and prosody. Etymology and syntax only should be presented in grammar, and only the practical portions of these departments should be discussed. We are not in favor of slipshod instruction in grammar or any other science, but we object to the crowding of a common school grammar with all the remarks and observations which flow from metaphysical distinctions, and the innumerable permutations of fifty thousand words.

In geography there is something wrong. The fact that geography begins at home, is not a reason why it should stay there, yet many pupils never get as far as Africa or Asia. There is no law of sequence in political geography which requires that a pupil should learn all about America in order that he may comprehend the details of the old world. The pupil should first take a general survey of the entire world. Then he is prepared for the details, but the teacher should not dwell too long on details. Obscure lakes, insignificant creeks, and cross-roads hamlets should not burden the memory.

And too much attention should not be paid to political geography. Physical geography should find a place in our schools. To spend all the time talking about political geography is as if an anatomist were to locate and name the various organs of the human body, saying here are the ears and there are the eyes and there the heart and lungs, but saying nothing about the structure and functions of each.

Penmanship is neglected in our common schools, and it will continue to be neglected until the school law requires it to be taught every day to all; and we may remark here that the common schools would be more practical if the matter of determining what branches shall be studied were not left to the caprice of scholars and their parents, and we might add, the whims of teachers. In some schools arithmetic is the *summum bonum*, in others spelling.

The school law mentions the branches in which teachers shall be examined by the county superintendent. Nothing is said about the teaching of these branches except that instruction shall be given in the English language.

Spelling should be taught by means of writing. In the national schools of Ireland written spelling is the only method used, and pupils are required to correct misspelled words on the-black board. Oral spelling cannot make good spellers; it should be discouraged in the common schools.

Drawing is certainly a practical branch. Teachers have noticed the universal fondness for arithmetic in the schools. Why is it that scholars prefer a study like arithmetic which requires considerable reflection, to one like geography which exercises only the memory? It is because arithmetic requires them to *do* something.

Even grammar is more popular as a study since the introduction of diagrams. Let sentences be presented in such a way that the various parts can be caged in parallelograms, and ovals, and children will examine them with interest. The construction of a diagram requires pupils to *do* something. Here is an important educational fact; children enjoy studies which require them to *do* something. Drawing is preëminently such a study. The hand and the eye are trained, and the results are visible and tangible.

We are not in favor of teaching the "ologies" in common schools, but the teaching of physiology should be made obligatory by law. If geographical maps and physiological charts cannot both be procured, let the physiological charts be procured. The ignorance in regard to the human body which prevails, is lamentable. The most complex machine in the world is the least studied. Millions of the human family suffer through want of knowledge of themselves. Teachers find that there is such repugnance to the study grounded in false modesty that their pupils will not take it up. The most important branch is not studied at all; and it will not be studied in the common schools until a law is enacted requiring the use of anatomical charts in every public school, and requiring further general lessons in physiology and hygiene.

TEACHER AND DISTRICT.—II.

C. M. WOODRUFF, of the Michigan Bar, Detroit.

Sec. 4. Of the Validity of the Certificate.

THE validity of the certificate of qualification to teach depends upon the authority of the person or persons granting it, and upon their strict compliance with the statute. In Maine, where the examination of school teachers is made by a committee called the Superintending School Committee of the town, a certificate given by a majority of that committee is regarded as *prima facie* evidence that they have performed their duty, as well in notifying those who did not sign, as in making the necessary examination. Such a certificate is also regarded as valid there, although the majority did not act together in the examination.[1] But if a member has not been notified that such examination was to be held, a certificate by the majority would be void, and mere absence of a member does not excuse the want of notice.[2]

In Michigan a full and thorough examination must be had before a township superintendent is authorized to grant a certificate. The certificate must be in form prescibed by the Superintendent of Public Instruction. All examinations must be in public, therefore a certificate granted on the strength of an examination held otherwise than in public would be invalid. The law also requires the township superintendent to hold meetings for the purpose of examining teachers at least twice a year, and makes it his duty to give two weeks' public notice of the time and place of said meetings by posting written or printed notices thereof in four of the principal places in his township. All statutory requisites of this nature are deemed essential to be observed that the certificate may be a valid one.[3]

When the statute of a state requires that the teacher's certificate is to be obtained from the superintending committee of the town "where the schoolhouse of such district is situated, or has been located, or where the school is kept," and the register returned thereto; and when the last vote of a union district lying partly in one town and partly in another, and having a house in each, fixed the location of the house in the older town, a certificate granted by the committee of that town was held valid, although a *former* vote of the district had located the school in the other town.[4]

Sec. 5. Revocation of the Certificate of Qualification.

Generally, the law granting the power to give certificates of qualification also grants the power to revoke them. Thus, in Michigan, for example, the township superintendent may revoke a teacher's certificate for any reason which would have justified him from withholding it in the first place, for neglect of duty, for incompetency to instruct and govern a school, or for immorality, or he may, within his jurisdiction, suspend the effect of any teacher's certificate for immorality or incompetency to instruct and govern a school; but no certificate shall be revoked or suspended without a personal visit or hearing, unless the holder thereof shall, after reasonable notice, neglect or refuse to appear before the superintendent for such purpose.[5]

If any certificate be illegally revoked by such officer, an action on the case would lie against him, to recover the damages occasioned by such revocation. For example, the township superintendent has no power to refuse a license, or to revoke one already granted, out of malice or ill will, and it has been decided in such a case that the plaintiff, in order to show malice on the part of the defendant, is not compelled to show personal hatred or ill-will, but if the defendant acted rashly, wickedly, or wantonly in refusing the certificate, the jury may find malice.[6] Under the laws of Pennsylvania, a writ of *mandamus* is the proper remedy for a teacher whose certificate is wrongfully withheld.[7]

Sec. 6. Of the Examination of Teachers and the Rights of Examining Officers in relation thereto.

Exactly what the duties and rights of the examining officer or committe are is not easily determined, the decisions being very rare, and statutes not ordinarily prescribing these duties with any great degree of certainty. Massachusetts furnishes the following interesting case.—Plaintiffs were the school district number 10 in Uxbridge, and the defendants were the school committee of the town for the examination of teachers. The plaintiffs' prudential committee contracted with a person to teach their school for three months from the first Monday of December, 1862, which was the usual time for commencing the school, and presented her to the defendants for examination. The defendants found her to be of good moral character and possessed of the requisite literary qualifications and general capacity to govern, but refused to give her a certificate for the reason that difficulties existed in the district in relation to her as a teacher, she having taught there before, and they thought she had better not engage in the same school again. The prudential committee were informed that the school committee had refused to give the certificate, and they gave notice to the school committee that they should not employ or present another person; and the school committee, after waiting until the first of February, 1863, employed a teacher, examined her, and gave her the requisite certificate, and took possession of the school house, and put her into the school, which she kept for the term of three months under the direction of the school committee. The school district brought an action against the school committe for breaking and entering the school house, and the case depended upon the question, whether or not the school committee had the power to refuse a certificate to an applicant solely for the reason above given. The court held that they had in the following language:—"The language of the statute does not confine them to an examination of the 'literary qualifications' of the teacher, but the more comprehensive phrase is used, 'qualifications for teaching.' Upon these, in their widest sense, we are of opinion that the judgment of the committee is to be exercised; and that their decision is conclusive. It is obvious that a teacher might have the necessary literary acquirements and capacity to govern, and be a person of good moral character, and yet be an unfit person for the service required. Illustrations will readily occur. The committee might find an applicant to be really a person of good character, and yet of such reputation as would prevent the attendence of the scholars. A teacher might have personal habits or manners so offensive or peculiar as to make his influence upon the scholars injurious. He might be too severe in his requirements, inclined to devote too much time to the older or better scholars, at the expense of the younger or more ignorant; a person of strong prejudices; a decided partisan and propagandist in politics or religion; unskillful in imparting knowledge, or unable to appreciate the difficulties of beginners; and still be a person of sound morals, great learning, and undoubted capacity to govern. Yet all these considerations might very properly be regarded by the committee in determining his 'qualifications for teaching.'"[8]

In some of the states the statutes provide the manner of conducting the examination, as Michigan for example, whose laws prescribe that the "examination may be conducted by either oral or written questions, or by both, at the option of the superintendent," who is to inquire into the "moral character, learning, and ability to instruct and govern a school."[9]

A superintendent ordinarily has no right to inquire into the religious belief of the applicant, or refuse him a certificate on the ground thereof. Any statute giving him such authority would be in violation of constitutional provisions, existing in nearly all, if not all the states, guaranteeing to their citizens the utmost freedom of thought in matters pertaining to religion.

1 Jackson *vs.* Hampden, 2 app. 37; Stevens *vs.* Fassett, 27 Maine, 266:
2 Jackson *vs.* Hampden, 2 app. 37
3 Mich. Sess. Laws, 1875, page 36.
4 Brown *vs.* Chesterville, 63 Maine, 241.
5 Session Laws of Mich. 1875, page 37.
6 Love *vs.* Moore, 45 Ill. 2.
7 McManus *vs.* School Controllers 7 Phil. (Pa.) 23.

8 School Dist. *vs.* Mowry, 9 Allen (Mass.) 94.
9 Sess. Laws of Mich. 1875—page 36.

SPELLING REFORM—III.*

THUS stands the case. "Every theoretical and practical consideration weighs heavily in favor of reform. There is absolutely no argument against it, excepting one—the inconvenience of making the change. No one can defend the present system of spelling. Every one must admit its serious injury to the cause of education, and the great trouble it causes us throughout life. The practical advantages of phonetic spelling cannot be denied."

And yet how universal is the exclamation, "Reform is impossible!" Upon this point Max Müller says: "If my friends tell me that the idea of reform is entirely Quixotic, that it is a mere waste of time to try to influence a whole nation to surrender its historical orthography and to write phonetically, I bow to their superior wisdom as men of the world. But as I am not a man of the world, but rather an observer of the world, my interest in the subject, my convictions as to what is right and wrong, remain just the same. It is the duty of scholars and philosophers not to shrink from holding and expressing what men of the world call Quixotic opinions; for if I read the history of the world aright, the victory of reason over unreason, and the whole progress of our race, have generally been achieved by such fools as ourselves 'rushing in where angels fear to tread,' till after a time the track becomes beaten and even angels are no longer afraid. * * * The whole matter is no longer a matter

*Paper read before the Ohio State Teachers' Association, July 4, 1877, by E. O. Vaile, of Woodward High School, Cincinnati. To be published in three parts.

of argument; and the older I grow, the more I feel convinced that nothing vexes people so much, and hardens them in their unbelief and in their dogged resistance to reform, as undeniable facts and unanswerable arguments. * * * But a reform of spelling is sooner or later inevitable. * * * Germany has appointed a government commission to consider what is to be done with German spelling. In America, too, some leading statesmen seem inclined to take up the reform of spelling upon national grounds. Is there no statesman in England sufficiently proof against ridicule to call the attention of Parliament to what is a growing national misfortune?"

It is evident that no reform is possible until the community at large—or at least the educated part, shall see clearly that the advantage to be gained is worth the trouble. The great need now is to show that the general opposition to the reform is the result of blind prejudice alone, and to show that the reasons which are usually presented in support of this opposition are really without the least shadow of foundation. The public mind must be convinced that there is nothing sacred in the written word. It must be made to feel that language is speech, not spelling; and that the true test of a system of spelling is not its etymological or historical value; is not its associations and distinctions so pleasing to the learned; but that its true test is practical convenience and that alone.

It is evident that no reform is practicable except a moderate and gradual one. The changes attempted at any one time must not be too numerous. The old spelling will struggle with the new, and for a time, both will appear side by side. In order to secure the most desirable results, these changes must take place in accordance with a well-matured and definite plan. That this plan may be adopted, it must be endorsed by high authority that shall command the respect of all the parties that are in favor of reform.

It may be that this service will be performed by the government commission which it is hoped the English Parliament will soon appoint. It may be that the Spelling Reform Association will answer the purpose. It has wisely declared that no changes in orthography shall be recommended for general use except such as shall be reported as final by the committee on new spellings. This committee consists of Prest. March and Vice-Presidents Haldeman and Whitney.

But before such a committee can be of any use the reform must begin. The rudder is useless until the vessel begins to move. Messrs. March, Haldeman, and Whitney must not speak as dictators. When there is a general call for their advice, it will be heeded. But, before this demand can become general, a good part of the community must begin to depart from the present mode of spelling. We must cease to look upon a deviation from the established custom as an unpardonable sin. The reverence for our present spelling must be broken down. To accomplish this work the most efficient agent will be the teacher. And it is quite fitting that he should bestir himself to accomplish it. It was the schoolmaster who first lifted up the spelling-book as a graven image before the people. That they should worship it, was but natural. It was the key that opened to them the temple of learning. Without the spelling-book, knowledge was and is entirely beyond the reach of every speaker of the English language. But taking into view the conditions which make it so, there is no greater absurdity under the sun, than the spelling-book on the one hand, and the pronouncing dictionary on the other. It is a mystery how the Anglo-Saxon race, with its irresistible boldness and enterprise, has been content to endure the drudgery put upon it by its absurd and chaotic language. But little can be done in the way of reform until the teacher ceases to be a defender of this idol—the spelling-book—and begins to turn the people from their idolatry.

But this will throw us all into confusion, you say. Suppose it does. We must expect it. It will be the harbinger of better things. Out of that confusion the fittest will survive. Let no one say that such irregularities will be of serious detriment to contemporary literature. Read Shakespeare in the original text, and tell me if the inconsistency of his spelling has damaged his work. Read the pains-taking, scholarly Roger Ascham, as he wrote The Schoolmaster, and see him spell the same word in two or three different ways in about as many consecutive pages. Are we discommoded by these differences? Who is troubled by the different modes in which *cigar* is spelt? Are we not glad to find people who dare to write *program* as well as *diagram?* You and I were taught to say c-z-a-r; but are we troubled by seeing it now t-s-a-r? Not long ago it was thought the name of a Slavonian must be written *Slave*. To-day we generally see it *Slav*. And would there, in fact, be anything horrible in leaving out the *a* in such words as *head*, *wealth*, and *health?* and the *o* from *arduous*, *double*, *trouble*, and such words? and the silent *e* from *have*, *give*, *infinite*, *fertile*, etc.? When *ie* and *ei* have the sound of long *e*, would there be anything sinful in changing them to *ee*, as in *achieve*, *receive*, *belief*, etc.? Would it be a capital crime, if our pupils should combine in a conspiracy to omit *ue* in *catalogue*, *colleague*, *harangue*, etc.? and the *gh* from such words as *daughter*, *slaughter*, and *though?* and to write *f* for *ph* in such words as *alphabet*, *phantom*, and *camphor?* Although the pedagogue might esteem it a capital crime, it is certain that most boys and girls would esteem it a capital idea.

At least such changes as these must be allowed as the beginning of the reform. And when they are once tolerated, other changes will follow. The truth is it is hardly possible to restrain the tendencies which make for reform. They are irrepressible. You had good evidence of this on the bill of fare of the Put-in-Bay House, at dinner yesterday. I received double strength and encouragement in contemplating b-e-e-n-s for b-e-a-n-s. You know what effort is required to prevent the common sense of your pupils from abolishing such anomalies as *compete*, but *repeat*, *conceit* but *receipt*; *concrete*, but *discreet*; *proceed*, but *recede*: *speak*, but *speech*; *fly*, but *flight*, and many more. Why not, in the name of common sense, and of etymology as well, let such differences disappear? They will sink of their own weight if we will but let them. Suppose we should forget the rebuke we are accustomed to give every day of our lives, in connection with one or another of these words. What would come of it? Why the reform would begin and be half accomplished before we were aware of it. The great thing to be done is simply to allow the reverence for these monstrocities to die out; to permit a change to begin; to make it respectable for a person to try to spell as he speaks.

I do not mean to say that this confusion is desirable in itself. If a uniform mode of spelling certain words can be agreed upon from the first, and the reform thus proceed, it is greatly to be desired. But if in our escape this Red Sea of confusion and irregularity cannot be avoided, the sooner we enter it the better, that our children may come out on the other side proclaiming themselves free from the bondage which enslaves us.

And now comes the question; "Is reform practicable?" Two very powerful forces can be relied upon for its support. First, the whole body of eminent philologists joined by many distinguished scholars. Second, the large German and foreign population in our country daily vexing itself in attempts to acquire our language. The greatest obstacle in their way is our spelling, and this they feel. When once the matter comes to be agitated in Cincinnati, and places like it, this whole foreign element will be found unanimous and energetic in support of the reform.

If to these two forces the influence of the great body of teachers could be added, there would be good cause for looking immediately for a change to begin in our spelling. And why can we not throw our influence in favor of some reform, and give our aid at least in breaking the bands of prejudice and reverence which now bind us to our present monstrous system? From the present outlook there seems to be no ground to fear that the advocates of a moderate reform may be committed to any foolish or impracticable steps by fanatical reformers. Why should we not agitate the matter in our own communities? Why cannot we ourselves take reasonable license in the way of reform? In our own writing, suppose we should omit *a* from the digraph *ea* when pronounced as *e* short, and *o* from the digraph *ou* when pronounced as *u* short, and thus write *hed*, *helth*, *serch*, and *truble*, *jurnal*, *yung?* Suppose we should omit the final *e* after a short vowel, and omit *gh* when silent, and write *f* where *gh* has the sound of *f?* This would make *motiv* for motive *fertil* for fertile, *dauter* for daughter, *tho* for though, *ruf* for rough, and *enuf* for enough. If need be we can teach our pupils to spell in the "good old way," and wait for their common sense to revolt against the imposition and to follow our practice. Whatever scheme of reform may be finally approved, there is no doubt but that the particular changes to which I have alluded, and a few others will be made.

In making these changes we run no risk of being obliged to make a second change. By using these forms in our own correspondence and writing, we shall begin the work of making the eyes of the community familiar with new spelling even though in our schoolrooms we say nothing about them. And this work is the most important of all that remains to be done. If teachers had the courage to commit themselves to steps even the most moderate, looking towards a phonetic system of spelling, we should be surprised to see what would be speedily accomplished.

At all events, whether or not we heartily endorse the movement, it is our bounden duty to make it certain that the next generation shall not look with the same superstitious reverence as the present generation upon what Max Müller calls "our unhistorical, unsystematic, unintelligible, and unteachable mode of spelling."

Musical Department.

Editor, W. L. SMITH, East Saginaw, Mich.

TEACHING MUSIC TO CHILDREN.—II.

IT is not our intention in these articles to lay out a complete course of study nor to explain, or even name every step that should be taken in giving musical instruction in schools; but to present only a few hints and suggestions that may be useful to the earnest teacher, who (unable to *boast* of his or her *qualifications*), would seek to render the greatest good to the greatest number, and in order to do so desires every aid that may be given.

Having secured a lively interest and general participation in the singing of rote-songs, and taught several tones of the scale, as suggested in our first article entitled "Teaching Music to Children," the introduction of musical notation may be commenced by very easy and gradual steps. Placing the figure 1 upon the blackboard, the teacher may point to it and have the pupil sing tone one (*do*), and then ask what tone follows tone one? The answer will be "tone two," or "*re*." Let the pupils then sing it, in connection with tone one, and call their attention to the difference in sound between *do* and *re*—that *re* sounds higher than *do*. Then place the figure 2 to the right and a little above the figure 1, having the pupils understand that it is placed higher on the board than 1, because *re* is a higher sound than *do*. In like manner the figure 3 (for *mi*) may be added, and the figures will then appear thus:

```
   3                3
     2                2
1                    1
```

The reverse order should also be used.

Various exercises may now be written upon the black-board in figures, preserving their relative positions, and keeping the idea continually before the pupils' minds that *re* is higher than *do*, and *mi* is higher than *re*; or that *re* is lower than *mi*, and *do* is lower than *re*. This idea that one tone may be either higher or lower than another may now be explained, in simple language, as a difference in *pitch*; just as one string, when longer than another, is said to be different in *length*, or when one boy is older than another, there is a difference in *age*; or an illustration may be drawn from the game of ball, where the one who throws the ball is named the *pitcher*, and where, when the ball is thrown too high or too low, it is said to be *pitched* either too high or too low. The idea of *pitch* may thus be easily introduced and its musical application as to the height or depth of tones readily understood.

```
    3 3
  2     2
1         1
```

Taking the figures 1 1, we may now surround each with a small circle, and afterward filling the circles, and adding a short vertical line or *stem* to each, the signs that stand for sounds, and which are called *notes* will appear thus:

Various exercises may now be written in which no skips should be introduced, but relative positions of the note should be observed, so that the correct tone may be easily determined; after which we are prepared to take another step, which will be to find out some means of *representing pitch*. Thus far, the pupils have been able to decide which note represented *do*, *re*, or *mi*, from its relative position to the other notes, but as this means of determining cannot always be maintained, some other way must be devised. Placing notes to represent *do*, *re*, and *mi* on the left of the blackboard, and having had the pupils name them, the teacher may pass to the right of the board and place another note by itself, in a line with the note at the left which represents *re*, but not intimating the same to the pupils. The notes will now appear in this position:

Asking what tone is represented by the note at the right, the teacher will receive various answers, some replying "*do*," some "*re*," and others "*mi*." Calling the attention of the pupils to the fact that no one *knows*, but that all are *guessing*, the teacher will proceed to draw a line through the note representing *re* at the left, and the note at the right, thus:

Immediately every little hand will be raised, and all will be ready to answer that the last note stands for *re* because it is *on the line*, while the note *below* the line stands for *do*, and the one *above* for *mi*. Pleasing exercises in the form of little melodies may now be written in connection with the line, in which the skips, previously learned, may be introduced. Thus the first ideas of representing pitch may be introduced; and by means of this method, no trouble need arise in building the staff, by adding lines and spaces, as additional tones of the scale are taught.

The South.

THE FREE SCHOOL SYSTEM IN THE SOUTH.

GEN. T. M. LOGAN, of Richmond, Va., read a paper at the late meeting of the Social Science Association on "The Opposition in the South to the Free School System." The importance of the subject, and the prominence of the speaker, secured for it close attention. The following are its suggestions:

"Public instruction is just now the subject of greatest educational interest in the South. Opposition to public instruction exists mostly in country districts where the system is inefficient. The poverty of Southern people also occasions opposition to the system. The principal trouble, of course, arises from the presence of the freedmen. Aversion to educating the colored man arouses aversion to the whole system of public instruction. Some of the objections to the system are based on the principle of non-interference by the government in education. This is the only argument which deserves consideration as such. To this argument a great many arguments can be made. Suffrage having been enlarged in advance of educational qualifications, theory has been violated, and society placed in a transitional state of great peril. Private exertions being inadequate for the emergency, governmental action is necessary to avoid this danger which threatens social destruction; and free school instruction is the only available mode of qualifying the people as sovereign voters. Then, admitting that governmental interference is an evil, yet the industrial necessities of the age force every progressive government to educate the people. But the majority of the arguments against public education are suggested by race prejudice. Our argument is in regard to making him the equal of the white, and the danger of miscegenation. Miscegenation would be the greatest curse that could befall the South; and the importance of averting such a calamity cannot be exaggerated. But it cannot be prevented if imminent, by keeping the freedmen debased, nor will it be caused by elevating him. The safety of the South against amalgamation lies in the race prejudice, implanted by nature to preserve race purity; and this prejudice, existing equally strong with the uneducated whites, will not be weakened by educating the freedman.

"Much of the prejudice against the freedman would be removed were his position in society better understood. The freedman promises to be useful by stimulating the whites to race competition, in which the whites will surely gain the greatest advantages. The black will be benefited by it too, for while he will have to take the lower caste position, he will in that position gain a greater efficiency. The freedman promises, too, to be a conservative element in society against communism. His highest utility can only be reached by educating him. Special methods of education used to be adopted in the South. The negro has not become habituated to voluntary labor. He should accordingly be trained to habits of industry. When he displays special aptitude in some direction, opportunity should be afforded for his education in that direction. The free school system should be maintained, but should be modified to meet the special requirements of the South."

An interesting discussion took place on the Southern question, in which Judge Lafayette S. Foster, of Connecticut, Dexter A. Hawkins, of New York, David Dudley Field, Gamaliel Bradford, and others engaged.

The Knoxville (Tenn.) *Chronicle* thus deprecates Southern hostility to Northern educators:

"A very large proportion of the money spent in the South since the late war for educational purposes has been obtained from the Government and from citizens of the Northern States. The disbursements in Tennessee from that source have reached millions. The splendid Vanderbilt University has received a million; East Tennessee University has received nearly $400,000 from the Government; the University of the South, at Sewanee, has received substantial aid; Rogersville Female College was saved from bankruptcy by Yankee liberality; Maryville College has received thousands; the Wesleyan College, at Athens, has lived through the liberality of Northern men and women, and is now in a very prosperous condition. Besides these, thousands have been spent for colored schools and colleges. Add to this the thousands of children who have enjoyed the benefits of a primary education through the princely benevolence of Mr. Peabody. And yet, after receiving all these favors, we see in South Carolina, and Tennessee as well, a narrow and most unnatural prejudice against Northern teachers."

LIVELY TIMES AT A TEACHERS' INSTITUTE.

The Teachers' Institute in Jackson county met at McKee last week. There was a goodly attendance of teachers, and the meeting was conducted by a teacher from Anderson county. The meeting was called for five days, but the Anderson county man made some remark on the first day—the nature of which we did not learn—to which exception was taken. The second day the Jackson county teachers returned armed to the teeth, and a fight was imminent, when the presiding officer adjourned the meeting finally.—*Kentucky Register.*

Practical Hints and Exercises.

Editor, Mrs. KATE B. FORD, Kalamazoo, Mich.

AMERICAN FORESTS.

CLARA CONWAY, Memphis, Tennesse.

I HAVE before me a little pamphlet, bearing the title, "A Manual of the Common Native Trees of the Northern United States," issued under the auspices of the Bureau of Education. On the first page, Commissioner Eaton sets forth the alarming announcement that, "at the present rate of wasteful destruction, the available supply of marketable timber in this country will be exhausted within fifteen years." This statement, he says, is made upon the authority of scientific observers who have made a study of American forests. In view of this fact, the Commissioner undertakes, by means of this manual and its accompaniments, to do something toward the dissemination of such information among teachers as shall awaken new interest in American trees, their characteristics, uses, and localities, thereby creating a desire that the supply may be replenished; and furnishing, by means of this wide-spread information of the planting and growth of trees, a new impetus to keep up their quantity and quality.

The means at command of the Bureau being inadequate, it is proposed to send the Manual, with the specimens and box of woods, to normal schools giving promise of interest and coöperation, hoping, in this way, to reach the largest number possible. The portfolio of specimens is a beauty. Heavy sheets of smoothe white paper are within it, sixteen inches by twelve, each one containing the leaves and flowers of an American forest tree, arranged with such skill and taste as to have the effect of leafy clusters in water-colors. In addition to this, a box of woods contains an example of each species, labled and designated so that there can be no mistake. Such invaluable aids as these in the study of nature teachers cannot afford to dispense with.

It is one thing to bid your pupils go to the woods and study, and another to have them do so with profit; but with such helps as would be given by this beautifully arranged collection of Commissioner Eaton's, the pupils would not only be enabled to identify the trees of his own forest, but incited thereby to make and arrange such a collection for himself, to say nothing of the newly-awakened interest in woods and fields, besides the joy of "pressing the pulse of our old Mother by mountain, lakes, and streams, to know what health and vigor are in her veins."

But how shall we make these advantages our own? We are not all "normal schools," and that direful—"as far as our means permit"—signifies something, coming from the United States Commissioner of Education; means more, too, than any one of us would like to admit away from home; it tells a tale of limited opportunities, of narrow means, of stint, of unwise economy just where a generous, large-hearted expenditure would yield most magnificent return. We all need a manual, a portfolio of specimens, and a box of woods, but how shall they be ours? I am reminded of the fortune-hunter who, congratulating himself upon the possession of a wife—an only child, with a fortune of ten thousand dollars—discovered much to his dismay and disgust just after the ceremony, that "dearie" was one of eleven children; contemplating that fact on the one side and the ten thousand on the other, he cried out in mental agony, "*Eleven's into ten no times and nothing over!*" The fragrant woods and beautiful leaves and flowers that I want for myself and every body else won't go so far; and I have, before me, a problem in "long division" which "won't come out right," as the children say. Who will help me find the answer? Whatever it may be, at least there is cause for congratulation, that amidst so many depressing influences, amid the "cramps" and "colics," and spasmodic attacks of "economics," there is one at the head of our educational affairs who makes the most of his meager opportunities; one to whom we look and in whom we trust when all else is dark in the school horizon. "I regret," he says in a letter to Prof. Ogden of Worthington, Ohio, "that I cannot do more, but I must tell you that I have been over two years using fragments of opportunities to bring about the present little seed-sowing."

"Honor to whom honor is due."

TEACHERS' INSTITUTES.

WE venture the assertion that teachers' institutes have achieved greater popularity and have proved a means of training to more candidates for the service of the school-room in the state of Iowa than in any other state in the Union. Last year there were as many institutes held there as there were counties—ninety-nine. This year there were not quite so many, but the attendance has greatly increased. Ever teacher in Iowa who attends an institute and receives a certificate to teach must pay for each one dollar. Nearly every teacher attends. The county superintendent remembers those who do not.

We heard the senior member of a school board in one of the cities of that state say that if a certain young lady who was away upon a visit did not return and manifest an interest in the work of the institute she would lose her position as teacher in the city school. He ordered the principal to send for her and report the result to him at once.

This is the spirit that pervades the institute system in Iowa. Out of twenty that we visited recently, only two had a membership of less than a hundred, and two numbered over two hundred. The average would reach over one hundred and forty. The State Superintendent is almost omnipresent. He delivers as many lectures as there are institutes. Large sums of money are paid lecturers by nearly every county. Conductors of institutes get about fifty dollars per week and expenses paid for their services. Assistants are well paid.

Ever teacher should attend these institutes. They are among the best means available for preparation for our good teaching. Teachers often say that they cannot afford to attend. They certainly cannot afford to stay away. In Wisconsin every teacher has two dollars more money in her portemonnaie than the Iowa teacher, as she pays nothing to become a member of the institute, and when examined, if qualified, receives a certificate without a price. The institutes, as a rule, last but four or five days, while in Iowa they continue from two to eight weeks. Think of the difference in board bills!

The system of institute work in Wisconsin is excellent, and teachers do not appreciate these great helps to their profession so highly as they should. When teaching takes the dignity of a profession, then will these things be more as they should be.

P.

The word "pamphlet" is derived from the name of a Greek authoress, Pamphylia, who compiled a history of the world into thirty-five little books. "Punch and Judy" is a contraction from Pontius and Judas. It is a relic of an old "miracle play," in which the actors were Pontius Pilate and Judas Iscariot. "Bigot" is from Visigotha, in which the fierce and intolerant Arianism of the Visigoth conqueror of Spain has been handed down to infamy. "Humbug" is from Hamburg; "a piece of Hamburg news" was in Germany a proverbial expression for false political rumors. "Gauze" derives its name from Gaza, where it was first made. "Tabby cat" is all unconscious that her name is derived from Atab, a famous street in Bagdad, inhabited by the manufacturers of silken stuffs called *atabi*, or taffety, the wavy markings of the watered silks resembling pussy's coat. "Old Scratch" is the demon Skratti, who still survives in the superstitions of northern Europe. "Old Nick" is none other than Nikr, the dangerous water demon of Scandinavian legend. The lemon takes its name from the city of Lima.

A. L. Mann has an article in the *Pacific School and Home Journal* in which he quotes the following absurdity which is to be found in the "Manual" for the instruction of third-grade pupils in the San Francisco public schools: "Divide two-thirds by three-fourths; two-thirds divided by one equals two-thirds, two-thirds divided by three equals two over three times three or two-ninths; but the true divisor is only one fourth of three; hence the quotient is four times too small and must be multiplied by four; thus two-ninths multiplied by four equals eight-ninths. This is the same as inverting the terms of the divisor and proceeding as in multiplication."

Not long ago an officer of the London School Board was crossing Covent Garden Market at a late hour, when he found a little fellow making his bed for the night in a fruit basket. "Would you not like to go to school and be well cared for?" asked the official. "No," replied the urchin. "But do you know that I am one of the people who are authorized to take up little boys whom I find as I find you, and take them to school?" "I knows you are, old chap, if you find them in the streets; but this here is not a street. It is private property; and if you interferes with my liberty, the Duke of Bedford will be down upon you. I knows the hact as well as you."

A child being asked, "What do the works of the creation show?" answered: "The wisdom and goodness of the *equator!*" Comment is unnecessary.

Lake Titicaca is 12,545 feet above the sea. Illimani, the highest mountain peak in Peru, is 21,224 feet.

A PAN-PEDAGOGICAL COUNCIL.

THROUGH the praiseworthy liberality of the law-makers of Wisconsin, Noah Webster's English Dictionary has lain for years on the desk of every school-house in the state for consultation or reference; yet it is to be feared that the pages of this massy volume are not so often consulted as they ought to be by the instructors of youth, either for the benefit of their pupils or for their own. The custom of having explanatory notes and references at the bottom of each page, as is the case with most of our school readers, may partly account for this neglect. Those among teachers and others who put a proper value upon *words*, or who regard an accurate knowledge of language as lying at the foundation of all other knowledge and giving it correctness and precision, will ever put a high estimate upon Webster, while on the other hand, those incapable of appreciating its real merits will let the dust gather upon its unopened boards. Only the other day, when attending a teachers' institute, we had an example of this guessing at meanings and neglecting the use of the Dictionary. Happening at recess to pass a group of "school-marms" engaged, apparently, in an animated discussion, one of them, with whom we were acquainted, begged us to join them for a moment and asked us to settle for them the meaning of *pan*, in connection with the title of the late meeting of Presbyterians in Scotland. Like the canny Scott, however, we first asked what *they* thought of it, anticipating a little harmless amusement. One of them said she thought, as they had a very large meeting, it would naturally be in the open air; consequently it would be a "camp meeting," such as we frequently have in this country, where people stay together and eat together, sometimes for many days, and where the indispensable *pan* of the kitchen always plays an important part in the culinary operations; hence the compound word Pan-Presbyterian! The second thought there might be something in this, but it seemed rather a homely explanation. It appeared to her that as the "true-blues" naturally expected to have "a good time" at this, their maiden meeting, they would naturally call it Pan after that lively, brisk, grotesque-looking figure which she had often observed when looking among the pictures in Webster! It had goat's legs and ears, the body of a man, and was dancing to the music of a pipe which he himself played. She had often admired him. She knew the Methodists didn't dance, but she believed *some* of the Presbyterians did. Hence, Pan-Presbyterian, to indicate the joyful nature of the first meeting! The third had often heard her father, who was a farmer, speak of *hard-pan* (which was a tough business), and she suggested that as the Presbyterians might already, in the field of the world, have reached hard-pan in the shape of infidelity, rationalism, and other obstructions which they felt incapable of dealing with effectually in small, or separate bodies, they wanted to *unite* in order to impart greater strength and weight to their influence! This "school-marm" was a philosopher. The fourth, and last, was about to open her ruby lips with another equally shrewd guess, when the writer said, "Ladies, why not consult the Dictionary?" But by this time the little school-bell had rung out its gentle, warning sound, recess was at an end; and *pan* must be dropped for the present, at least, to make way for the more highly improving study known as "sentential analysis."

In thinking over the matter afterward, we considered that, as these young ladies were at least of ordinary intelligence and information, it was quite possible that a very large number of people would be equally liable to make the same mistake. Of course, one who knows to what extent we are indebted to the classic tongues for expressive words like this which answers the purpose so much better than any word of Saxon origin, the reason of its present use is obvious. The word "general" would not suit, nor "universal;" but *pan*, meaning *all, the whole*, squarely hits the nail on the head. When the Episcopalians, some years ago, convoked their general council, they called it "Pan-Anglican," but when, a few years earlier the Church of Rome summoned theirs, they used the time-honored, mediæval word Œcumenical, which goes a step further even than *pan*, at least it fills the ear with a more impressive sound, being likewise of more learned length. Now, teachers should study the meanings of such words as come from the Latin and Greek, and they will find such study very profitable. Examiners are usually very particular in regard to *pronunciation* and *elementary sounds;* but *derivations, definitions*, and *meanings* of all important words should also form a part of every teacher's examination.

Cogitating still farther upon this subject of "councils," it appeared that in our day and generation, the spirit of separation among religious and other bodies was apparently becoming weaker, and that of *aggregation* stronger. Overlooking petty distinctions, they come to find that in unity there is strength; and assuredly they need all the courage and strength they possess to deal successfully with the many evils that afflict society. In so far therefore as such bodies may meet for mere show, or mutual admiration, or self-glorification, we believe little will ever come of it but empty speech-making and a sanctimonious display of solemn priggism; but in so far as they may meet in the true spirit of their Divine Head, and are prepared for self-denial and self-sacrifice, exhibiting in their conduct something of the divine love for humanity which breathed from the lips and animated every thought and act of the Man Christ Jesus, and which finally triumphed on the cross, we think there can be no doubt about their success. Inspired by such worthy feelings and aspirations it would be impossible for them *not* to succeed; for then heaven itself has promised, and will not fail to bless their labors, and richly to reward their efforts.

We are not among those who hold that popular education, however perfect, is of itself a *panacea* for all our numerous social evils; but we believe that it helps greatly to eradicate, or at least to modify, the influence of a great many of them. Of all the evils that exist in the world, both individual and social, a great proportion may be traced directly to *ignorance;* and it is the object of all true education to reduce this vitiating element to the *minimum*. In other words, the common school is the great hope, the only salvation of the country. Give us enough of that, with a sufficiency of normal schools to supply us with efficient teachers, and we will not only make but save vast sums to the country. For then public fraud and villainy will not lift their shameless front half so defiantly or near so frequently; labor strikes, the sons of ignorance and bad counsel, will scarcely, if ever, be heard of, since the demagogue, whose paradise is not among the intelligent and well-informed, who read and think, but among ignorant, ill-informed, gaping crowds of illiterates, will have to quit the stage and follow an honest trade. Discord among nations will cease, because people will soon come to perceive the immense folly of supporting vast armaments by withdrawing from productive industry so many thousands of the best bone and sinew of the country. War, therefore, a remnant of barbarism, and however disguised and glorified, a brutal occupation, will no longer shake its gory locks or lift its terrible red right hand to affright the trembling nations; but in its place will appear the ennobling arts of industry and peace, where a bloodless rivalry will supersede the hell-born rage and fiend-like fury of the battle-field.

In this view, therefore, the world already owes something to the educator, and has the sure promise of much more in the future. In his hands alone is the powerful moral lever which is destined to move the world to a higher and worthier plane of thought, intellect, and feeling. Without him the wheels of society would soon drag heavily and all trades and occupations degenerate. Without him the minister of religion might plant and water abundantly, but intelligent piety and rational belief would be very rare. In short, society owes more to the obscure, unnoted, ill-requited, patient instructor of youth than it is willing to confess; while its prizes and honors and rewards seldom come in his way, but are showered lavishly upon men of a very different character—the killers of thousands, or are freely given to that numerous throng who fatten upon its ignorance, its vices, its weakness, its wickedness, or its superstition.

At the present day, organization and coöperation are the watchwords of all parties civil or religious, and teachers must draw a lesson from those who are "wiser in their generation" than they are. Already in every state there are county, state, and national associations, and everything should be done to strengthen these bodies and to extend their usefulness. And considering that during the last twenty or thirty years public education has made such unexampled progress in this and in other countries, may we not confidently look forward to the time when teachers also shall have their "Pan-Pedagogical Council" which shall embrace the leading members of the profession throughout the civilized world? Is there not something grand, something truly inspiring in the very thought? For one thing, it would be a truly *catholic* meeting, for teachers, as such, have neither creeds nor dogmas to defend or to separate them from each other. Theirs would consequently be a genuine "œcumenical council," for it would exclude none, but welcome *all* from the uttermost ends of the earth who had any good thing to say or any improved plan or method to make known. And could we imagine an assembly of the greatest and best teachers the world has ever seen, whom above all and beyond all would such an august council unanimously elect as their perpetual Head and undisputed Master, but the Great Teacher sent from Heaven—him of whom his very enemies declared that he "spake as never man spake?" He is fitly called the Logos, or Word, which is the divine symbol of the teacher's high calling, as language is his main instrument. The ablest of teachers and the best of men whose manhood has recoiled at the thought of the miseries and woes of short-sighted humanity "groaning and travailing in

pain," have looked upon the regeneration of mankind as dependent upon teachers more than upon any other agency. Take the wild savage of the woods whose every thought is of blood and rapine, who is utterly without feeling, heart, or conscience, owning fealty only to his tribe, and accounting all others as mortal enemies; he is the hardest case to try your theories upon, and if education, suited to his wants and adapted to his nature, does not tame him, nothing else will. But the case has been tried with full success; the wild Indian has been transformed and reformed by the benign influence of the teacher's noble art. The primer and spelling book have proved mightier in subduing him than the rifle and cannon. According to a great authority, Horace Mann, the hope of the world is in its teachers, if anywhere, and his memorable, inspired words ought to be held in everlasting remembrance. In his admirable lecture on the "Teacher's Motives," he thus speaks: "Whatever ground of confidence there may be for the perpetuation of our civil and religious liberties; whatever prospect for the elevation of posterity; whatever faith in the general Christianization of the world; these aspirations and this faith depend upon teachers more than upon any, more than upon all other instrumentalities united." *

Correspondence.

THE TEACHER'S PROSPECT.

To the Editor of the Weekly:

UNDER this head you print, in your paper of Aug. 16, a "memorial read before the Common Council of Buffalo by one of the school principals while that body was considering the propriety of reducing teachers' salaries." Let me make an answer which a member of the Buffalo Council might have made to the memorialist:

"It is not necessary at this time to examine the assumed facts presented by the memorialist. So far as they can be substantiated they have no bearing upon the question at issue, and if they had, the evils complained of are too deeply entrenched in our social system to be driven out by the Common Council of Buffalo. You are firing wide of the mark. Without stopping to show the unsoundness of your illustrations and the inconclusiveness of your reasoning therefrom, let me suggest that the question is not, as you confidently assume, one of high salaries or low salaries. It is simply a question whether the memorialist and his friends have the same right to as many one hundred cent dollars—approximately—for their services as they have to dollars worth sixty, or seventy, or eighty cents. Perhaps the memorialist will remember that we had a civil war of gigantic magnitude. One of the incidents of that civil war was the issuing of a vast amount of paper money. According to a well-known law of political economy, the dollars depreciated in value as their number increased. This depreciation went on until these dollars become worth but half as much, more or less, as the coin standard by which they were measured. The memorialist will also remember as an incident of this state of things, that he received—if he was then teaching—a larger number of these dollars for his services as their value lessened. If he was in the habit of using the unscientific language of the day he talked of the increase in his salary. But there was no increase. Four times six are just the same as six times four, in arithmetic if not in logic. He will find on consulting the public documents of the city of Buffalo, if he was teaching here through this period, that he was receiving in 1872 nearly twice as many of these smaller dollars as he received in 1862 of dollars of coin value. The logic of all this is that the so-called reduction of salaries, when viewed from the starting point is no reduction at all, but simply an adjustment based on common sense, and that this adjustment, judging from present appearances, is likely to be made vastly to the interest of the salaried classes, for nobody proposes such a reduction as will place salaries where they were before the war. Does the memorialist or these he represents suppose that the right which gave him and them more dollars when a depreciated currency lessened their value is any more sacred than the right of the community to protect itself against unjust claims and unwarrantable assumptions that ignore the altered conditions of things? Does he not see that the same rule of equity that worked in favor of his class when the dollars were lessening in value ought now to work in favor of the community that is paying its obligations in dollars of a higher value? Does the memorialist suppose that the class he represents is to be an exception to the law that is operating throughout the length and breadth of the land? When, on the principle above stated, the salaries of all other classes are being reduced—when the profits of the merchant are cut down to almost nothing—when the laborer is working for a mere pittance under the general paralysis of trade incident to the period through which we are passing—when all ranks of society are borne down by the heavy burdens of taxation that always follow long and destructive wars—does the memorialist suppose that his class alone is to be not only exempt from all pecuniary loss, but that its compensation is to be *increased* by receiving just as many dollars now as when these dollars were worth less than two-thirds their present value? If he does will he inform us by what law of justice he makes good his claim?"

Such, Mr. Editor, are some of the arguments that might have been used by a member of the City Council of Buffalo to the remonstrance of the memoralist against a reduction of salaries.

These points might be still further enforced by illustrations drawn from a whole line of facts and figures that make up a large part of our history during the last fifteen years.

From what I have written, let none of your readers jump at the illogical conclusion that I am in favor of a reduction of salaries based upon any ground of niggardly economy. From the stand-point I occupy, I can hardly be ignorant of the teacher's claims or indifferent to his interests. My purpose is to show that the reasons which have led every municipality to consider this question of adjustment are based upon equity, and rest upon foundations as solid as the multiplication table.

I thought that my communication might break up the monotony that is too apt to mark the discussions in journals devoted to a single interest. In a future article, I may, with your permission, make some comments upon the arguments presented by the memorialist in his paper read before the Common Council of Buffalo.

EQUITY.

Lynn, Mass.

A JAPANESE LETTER.

KAWAMURA, S. Chinda, J. Nasu, and A. Sota have entered Asbury University for the course. They prepared for college under John Ing and wife in their native country, Japan. The following very entertaining letter describing their journey from Japan, written by one of their number, appears in the Greencastle *Banner*.

"On the second of July we left our homes for Tokio, bidding farewell to our family folks, not without bitter feeling, for five or six years' parting. Some of our friends dismissed us to Amorio, a seaport 55 miles from our homes. For it is our custom to dismiss friends going far away. Well, our trip through Japan to Tokio, over 400 miles, was done sometimes on horseback and sometimes on shank's pony, where jinrikisha, (a vehicle drawn by a man) was hired out by the march of volunteers to the southern war, but chiefly by the alone named vehicle. It is two-wheeled vehicle, drawn by a man, by pushing forward two long arms in front, and is usually accommodated for one person, but sometimes for two. The greatest velocity where the road is level may be calculated at 4 or 5 miles an hour, and the charge for a mile varies from 2 to 3 cents. But the charge for night or rainy time is to be increased by fifty per cent. We traveled only in the day times, and arrived at Tokio on the 15th ult. We stopped there ten days waiting the mail ship and preparing the things for our further journey. You know Tokio is the capital city of our empire, and contains over two millions of people. There we have a long street called Ginza, built after foreign style out of stone or brick, usually two stories high. This and other streets of Tokio are crowded with people and great numbers of carriages and jinrikisha. Well, we can not stay here any longer. Let us go on. On the 25th, 7 A. M., we left Tokio for Yokohama, (one of the treaty ports). The distance between these places is about twenty miles. Here we have a railway, which is the first constructed line of railroad in Japan. About 2 o'clock P. M. we got on board of the Gaelic, a mail ship belonging to O. O. S. S. C. She contained over 300 Chinese laborers, and some European passengers. In that steamer there are four classes, 1st and 2nd classes and European and Chinese steerage passage. We came over in the fourth one. It is a large dark room full of people, and the air being impure we had to keep ourselves on deck as long as we could. It was very hard times for us. Well, she left the harbor of Yokohama about 10 P. M., six hours later than the expressed time, the time being required for taking tea cargo on board, and she took north-east course by east up to 49 deg. north latitude, and south-east down to San Francisco, where we arrived on the 10th inst., 4 P. M., after a long and tiresome voyage of 17 days. We are very happy to say that none of us got what is called seasickness. You can imagine how our heart beat with joy when we caught the first sight of land in our horizon. Indeed, everybody rushed on deck to witness it with his own eyes. After a while we passed the famous Golden Gate and came in view of San Francisco. There we were struck by the grand and splendid view of the city. Immense buildings being seen amidst the dark smoke of factories. When our ship came to the wharf one Japanese came on board to meet with us. He was sent from Rev. O. Gibson, D. D., an American missionary in charge of Chinese Mission in San Francisco, to whom Dr. Maclay, a missionary in Yokohama, had written a letter to help us in that place. That Japanese provided a hotel for us and help us in everything. How happy we were to have met such kind friends in foreign land. We spent Saturday and Sunday most comfortably, meeting with four other Japanese and attending Sabbath-school, etc. We left the above named place 13th, 8 A. M. We were much pleased to travel over land, everything which came in view being new to us, wide and dry deserts, green and lovely prairie, long and handsome iron bridges, wonderful and well devised tunnel. Well, in the car all the way long to Galesburg we had an earnest Christian brother by the name of Geo. H. Mclacken, who said to be preparing for the minister of Gospel. He used to pray with us in the car morning and evening, and to encourage us in everything. Oh, we have many friends in the wide world! On the 18th, 4 P. M., we arrived at Chicago, still more handsome and interesting city than San Francisco. Soon we called on Mr. Thomas Lord's store, who is the cousin of Mrs. Ing, our teacher. He took us to Evanston where his home is. We spent the following Sabbath there with him and attended the Sabbath-school of P. C., and as soon as school was over Mr. Lord introduced us to the whole congregation. Then the superintendent required one of us to make a short address, how we came and for what purpose, etc. And then one of us rose and told them the brief account of our journey, and why we came, etc. Then the whole congregation rose as the sign of welcome, and gentlemen and ladies came to shake us by the hand very friendly. Oh, you can imagine how one would feel under such circumstance. On Monday morning we left Evanston and took 10 o'clock train from Chicago, and on arriving La Fayette about 2 P. M., our train being too late to catch the next train for Greencastle. We had to stay there one night. Next day, 21st, Tuesday, we left La Fayette 8 A. M., and arrived here safely about 11 A. M., after a long journey over land and sea. A. Sota."

The Educational Weekly.

STATE DEPARTMENTS.

EDITORS:

California: Jeanne C. Carr, Deputy State Supt. Public Inst., Sacramento.
Colorado: Hon. J. C. Shattuck, State Supt. Public Instruction, Denver.
Iowa: J. M. DeArmond, Principal Grammar School No. 5, Davenport.
Illinois: Prof. John W. Cook, Illinois Normal University, Normal.
Michigan: Prof. Lewis McLouth, State Normal School, Ypsilanti.
Indiana: J. B. Roberts, Principal High School, Indianapolis.
Wisconsin: J. Q. Emery, Supt. Public Schools, Fort Atkinson.
Minnesota: O. V. Tousley, Supt. Public Schools, Minneapolis.
Dakota: W. M. Bristoll, Supt. Public Schools, Yankton.
Ohio: R. W. Stevenson, Supt. Public Schools, Columbus.
Nebraska: Prof. C. B. Palmer, State University, Lincoln.

Educational News—Home and Foreign: Henry A. Ford, Kalamazoo, Michigan.
The East—Prof. Edward Johnson, Lynn, Massachusetts.

CHICAGO, SEPTEMBER 27, 1877.

Illinois.

Supt. SLADE, of St. Clair County, sends me a copy of the *Belleville Democrat* containing his report of the result of the examination proposed by Mr. White at the Champaign meeting of the State Association, and ordered by that body. I present a few extracts: Forty-one schools took part in the examination. These schools had an enrollment of seventeen hundred and fifty, and three hundred and eighty-six of these pupils were examined. Forty-eight pupils missed none of the words in the spelling exercise. Twenty-two did not fall below 90 in penmanship; in letter writing twenty-four reached 85, while in arithmetic twenty-five were marked 100. Nineteen papers in each branch were sent to the State Committee. The following extracts from the letters of teachers are a fair indication of their opinions concerning the value of this examination: One writes: "I followed the directions to a letter, but the time for arithmetic was too short for my school, this being the first examination they ever took part in or ever saw. They are anxious to try it over again. This is a move in the right direction. The authors of it have my best wishes for its success." Another: "I did not have my pupils take part in the examination with any expectation of their being rewarded in any way except by their own success. I did it because I thought they would be encouraged, as I believe they have been, although they have a rough looking set of papers." Another, whose pupils were excellent in spelling, but poor in letter-writing: "I 'll admit this examination has opened my eyes to a new and important, but fearfully neglected field of labor, *i. e.*, Letter-Writing." The average standing of all the pupils in spelling was 77.8 per cent, which shows that the average number of words missed per pupil was a little over four. The word "kerosene" seems to have been entirely new to a majority of the pupils, as indicated by the originality displayed in representing its seven elementary sounds. It was spelled in at least 87 different ways. I learn that in Alexander county, of which Cairo is the principal city, the majority of the pupils attempting to spell this word wrote for the first two syllables "Cairo" instead of "Kero." Mr. Slade adds: "A similar examination should be held the coming year for the following reasons: (1) With the experience derived from the one already held, another can be conducted with less labor and better results; (2) its good effects will be augmented, because a larger number will participate now that its object is more generally understood; and (3) the opportunity for comparing the results of the two examinations will be of value to all desirous of learning what our schools are accomplishing."

The Champaign County Fair, like many others, offered premiums for school work this year. Eight schools were embraced in the exhibit. The following account is taken from one of the local papers: "Mr. Lanning's samples of historical and geographical composition, illustrated with maps, as well as his exhibit in penmanship and book-keeping, seemed to us to denote a high degree of attainment on the part of his pupils and careful training on his own part. He was fortunate in winning six of the premiums given for educational work. Verily the West Side School has reason to be proud of its principal. Mr. De Burn's school exhibit consisted of neatly bound examination manuscripts in all the studies above named, just as they came from the hands of his pupils, and they certainly reflected much credit on him and them. Their compositions in history, language, and physiology, together with their maps and other drawings, showed that they had had very careful and conscientious training. Although he made no special effort to compete for premiums, he obtained the most important of them—that for language. Mr. Hays's exhibit was very tastefully gotten up, each branch of study being bound by itself, and all his volumes displayed in a neat black-walnut cabinet. In every department of study, and in every detail, his exhibit bore the closest scrutiny, and little or no fault could be found with it. His samples of drawing in history, botany, geography, etc., were most creditable and meritorious. His system of school reports also shows a careful and methodical way of running a school. He won seven out of the fifteen educational premiums. Miss Abbie Hall's school exhibit in botany was very full and meritorious, embracing 110 samples of plants, glued upon paper, and fully and correctly described. This must have been a work of time and patience, and she was very properly awarded the premium for it. Her school papers in the other departments were full and complete. The exhibit of J. W. Campbell was not large, but it was decidedly meritorious, all his papers being got up in good shape. We conclude that Homer, too, is fortunate in having some good teachers. Mr. Wade had on exhibition some good local maps, also one excellent United States map. J. W. Roney had on exhibition some good maps of Europe, North America, Illinois, and Champaign County, all of which were executed by his pupils in their regular course of work."

PERSONAL.

Mr. Branson is principal of the Altona schools; Mr. Roberts, of the Wataga schools; Mr. Kinney, of the Victoria schools; Mr. Harvey, of the North Abingdon schools; Mr. McClanihan, of the Knoxville schools, and Mr. Hill, of the Maquon schools; all of Knox County.——Prof. Houghman, of Upper Alton, has been employed as principal of the Grafton schools. He has two assistants.——G. P. Peddicord, who made a first-class success at Walnut, takes charge of the Wyanet schools.——Prof. Towne, formerly of Somonauk, is principal of the Earlville schools.——The Mahomet schools are under the supervision of Mr. Crayne.——The principal of the Sidney township High School is Prof. Starr, formerly at Bement. J. Betzer is principal of the town school.——Prof. C. M. Taylor has been offered and has accepted the position of principal of the east Danville public school.——T. C. Eiler is principal of the Tower Hill schools. We have it from reliable authority that Mr. Eiler is building up an excellent graded school. He begins his second year with flattering prospects.——The Colorado papers are full of the opening exercises of their State University. Dr. Sewall's address was published in full in several of them. The paper is in the Doctor's best vein, original, beautiful, forcible. It discusses in no uncertain way the question of higher education, and clearly marks the road in which the young university should walk to reach success. Could the genial Doctor's old friends get hold of his dexter palm, they would put him through a hand-shaking that would lay him up for repairs. At this distance they can only wish him long life, and success to the Colorado University. Mr. Gove, of Denver, with many other prominent citizens, was present and delivered brief addresses. The event was one of great interest, and we refer our readers to the Colorado Department of this paper for further particulars.

Iowa.

JOHN GORMAN *v.* DIST. TWP. HALE.—APPEAL FROM JONES COUNTY.

On the 26th day of June, 1877, the board of directors of the district township of Hale passed the following resolution: "*Resolved*—That the reading of the Bible and the repeating of the Lord's Prayer, at the opening of school, is a privilege that belongs to the several teachers to act upon as they may see proper, and all pupils in attendance at time of such exercises are bound to maintain good order, and if required by the teacher must close their books during such exercises, provided the teacher does not make any comments upon the same; and when such rules are violated the sub-director is hereby authorized to expel such pupils as violate these rules."

The children of John Gorman, attending one of the schools of the township, were accustomed to keep their books open and quietly study during the usual morning opening exercises. On the morning of the second of July, the teacher read a note from the sub-director, stating that scholars should obey the regulation, or be expelled. At two o'clock of the same day they were expelled. John Gorman appealed to the county superintendent, who reversed the action of the board, declaring the expulsion illegal. From his decision, the board, through their president, appealed to this department.

Section 1764, School Laws of 1876, is as follows: "The Bible shall not be excluded from any school or institution in this state, nor shall any pupil be required to read it contrary to the wishes of his parent or guardian."

The latter portion certainly means a reading for the purpose of understanding, hence requiring the hearing with attention is covered by the meaning of the words *to read*, in the section quoted above. And we hold that, under this statute, no scholar can be compelled to participate in any form of worship or act of devotion, which is contrary to the expressed wishes of his parent or guardian. It follows, then, that it is not an offense for the scholar to decline to engage in, or give attention to any act of devotion, if so guided either by his own convictions, or by the wish of his parent or guardian.

The rule of the board requiring closing of books and giving attention violates the intention of the statute, and hence is not a legitimate rule.

In a late decision, the Supreme Court of Illinois gives the causes for expulsion from school as follows: "School directors can expel pupils only for disobedient, refractory, or incorrigibly bad conduct, after all other means have failed. Expulsion is not designed as a means of punishment." Common School, October, 1876, p. 127.

The appellants rest their case on section 1756: "He (the sub-director) shall have power, with the concurrence of the president of the board of directors, to dismiss any pupil from the schools in his sub-district for gross immorality, or for persistent violation of the regulations of the school * * *." But if, as we have assumed, the regulation of the board was illegitimate, such rule cannot be enforced.

The evidence in this case shows that the children, during the time of opening exercises, did not in any way disturb others, nor otherwise interfere with the good order of the school. While voluntary presence at religious exercises might require more of them than a forced one, scholars cannot be debarred

from the privilege of quietly sitting in the school-room during the devotional exercises.

For the reasons above given, the decision of the county superintendent is hereby affirmed. C. W. von Coelln, Supt. Public Inst.

Signed by instruction, Ira C. Kling, Deputy.

DesMoines, Sept. 4, 1877.

Minnesota.

A MOST successful institute was held at Litchfield for the week commencing Aug. 20.——Supt. Burt announces a teachers' institute at Hutchinson, Oct. 29. The circular bearing the notice starts off with these impressive sentences: "While the letter of our school law does not command attendance, its spirit requires great exertion to that end. Our schools are passing into the hands of the class of teachers who possess enough of resolution to avail themselves of the aids to improvement offered by our state institutes. Teachers habitually neglecting these will soon find themselves dropped out of the number employed, or left for third rate districts, as unprogressive as themselves."——Miss Addie A. Sargent, a graduate of Ripon College, Wis., has been chosen assistant in the Minnesota Academy. She enjoys an excellent reputation as a teacher of experience.——Samuel H. Baker, B. A., who was graduated from Syracuse University at the last commencement, has accepted a proposition from the trustees of the academy at Owatonna, Minn., to become its principal. He is well qualified to be very successful in his new field. He was graduated with high honors, and besides being liberally educated, he has excellent executive abilities. ——D. D. Merrill, who has the contract for supplying the schools of this state with cheap text-books, sends out the following manifesto: *To School District Trustees:* I have selected and secured superior text-books from the publications of some of the longest established and most reliable publishing houses in the country. A large part of these books have been submitted to the text-book commission for their consideration. Owing to important engagements of the State Superintendent of Public Instruction, the session of the board was adjourned until the 24th inst., at which time it is expected nearly the whole of the state text-book series will be approved, and the books soon ready for use. Although some of the publishers have made strenuous efforts to secure introduction of books in opposition to the law, yet the lowest prices they offer are still from 10 to 45 per cent higher than the state prices. I wish also to call your attention to the "Minnesota, its Geography, History, and Resources," by Miss E. A. Wheeler, late of the Winona Normal School. This is a very valuable work, and should be in the hands of every scholar. Samples will be sent upon the receipt of 57 cents. "The Natural Method of Penmanship," by Prof. C. C. Curtiss, of Minneapolis, is considered by all who are acquainted with the books, superior to any other system. There are only six books in the series. The books will be supplied free of expense at ten cents each. By all means get the best. Respectfully, D. D. Merrill, State Text-book Contractor.——The city school board of Faribault, at their last meeting, decided against reëngaging Prof. McNaughton as school superintendent for another year, by a vote of three to two.——St. Mary's Hall, Faribault, opened on the 13th inst. We learn that the prospect is good for a very large attendance the coming term. The corps of teachers will remain nearly as before. Shattuck School also opened the same date with a full attendance. Lieut. H. C. Danes has been appointed commandant of the military school. Mr. Supplee leaves, and Mr. Pyle, of Minneapolis, takes his place in the department of English literature. The Deaf and Dumb and Blind Institution opened on the 13th. The teachers remain about the same. Miss E. D. Clapp takes the place of Miss Pietrowski in the Blind department. The public schools opened on Monday, the 17th.

Nebraska.

IN the matter of the University building, it was finally decided that it could be repaired so as to make a safe and substantial building, by putting in a new foundation and making a few unimportant repairs in the superstructure. The contract was immediately let to a Chicago firm, and the work is now progressing rapidly. The opening of the fall term was postponed till Oct. 2.——The Normal School opened on the 5th inst. with the same faculty as last year, except Mrs. Curry in place of Miss Bell. Prof. Worley, of the musical department, held a very successful convention at Falls City last month. The music used consisted of advance sheets from the Professor's new singing book now in press. It was voted to hold another convention at the same place one year from that time.——A large number of institutes have been held during the summer. Besides the state institutes at Grand Island and Plattsmouth, one of the most important was the one held at Lincoln under the direction of Prof. Jones, assisted by Prof. McKenzie and Supt. Lamb. It was in session three weeks and had an average attendance of about 60. A tuition fee of one dollar provided a fund sufficient to defray expenses, including a small compensation to the instructors. The examination at the close was conducted by the State Superintendent, who issued state certificates to quite a number of teachers, but not having the list at hand we cannot give their names. Prof. Jones deserves credit for his enterprise and good management, and we hope he may be encouraged to make a similar effort next summer.——We had the pleasure of assisting Supt. Grantham in a two weeks' county institute at Crete. Among our co-workers were Prof. P. R. Eycke, late of Ohio; Prof. Burke, of Wisconsin; Mr. Healey, of Saline county, and Messrs. Weaverling and George, of Gage. The attendance was not large, but the teachers were intelligent and interested, as they always are at Crete.——Prof. J. L. Rhodes and Mr. J. A. Gœhring, of Beatrice, conducted a successful institute at Hebron last month.——State Superintendent Thompson has been very busy this summer. In addition to office work, and a large amount of institute work, he has made a trip to the East, stopping on the way to deliver an address before the National Association at Louisville. He is also advertised for an agricultural address at Seward this month.——Hon. Frank Welsh, our M. C., having appointed a board of examiners to select a candidate for appointment to a cadetship at West Point, the examination was held in Lincoln last week. Fifteen young men competed for the position, of whom Lucius M. Wakely, of Omaha, John T. Rush, of Lincoln, and John H Leonard, of Omaha, ranked the highest, and were so nearly equal that it was a matter of great difficulty for the board to decide which was first. After reëxamining the papers with great care, it was finally awarded to Wakely, who is a son of Judge Wakely, one of the ablest of Nebraska lawyers.——Regent Fifield, who is also Moderator of the Kearney School Board, shows an interest in the public schools which is rare among members of school boards. These officers, serving without pay, are not apt to assume any responsibilities beyond those actually required by law. But Mr. Fifield keeps open office one hour every Monday to give information about the schools, and in many other ways exercises a salutary directing influence over the schools, which is very valuable to the community. Would we had more such school officers in the state.——Doane College opened on the 5th inst., with about 60 students.——The Fairbury schools opened the first week in September under their new principal, Prof. P. R. Eycke.——Brownville, with her accustomed enterprise, has secured the services of ex-State Supt. McKenzie, as principal of schools. Prof. McKenzie taught in Brownville years ago, and will undoubtedly find it a pleasant field of labor after his long public service.

Wisconsin.

THE report of the Board of Visitors to the State University is published in *The Wisconsin State Journal*, and occupies three and a half columns of that paper. The report is a discriminating one. It speaks in high terms of the Faculty and of the results of their labors as exhibited in examinations. It ventures some slight criticisms, and suggests that additional equipments are needed for various departments. It discusses "co-education," and arrives at conclusions on that subject which will not probably gain universal assent.——The *State Journal* speaks of Dr. A. L. Chapin, of Beloit, as "one of the very excellent men of the state, having few if any equals as a college president anywhere."——We are in receipt of the course of instruction, recently adopted by the board of education, syllabus of work for the lower grades, and list of teachers, for the La Crosse public schools. Judged by these papers, we should say that the schools are well organized.——The present freshman class of the University is the largest in the history of that school, numbering 137. Probably 100 will complete the course.——Prest. W. C. Whitford, of Milton College, has received the nomination for Superintendent of Public Instruction on the Republican ticket. He was nominated by a vote of 144 to Willard H. Chandler 122. Mr. Chandler was a member of the convention, and, as we are told, advocated the nomination of Prest. Whitford. Prest. Whitford has been long identified with the educational interests of the state, and was one of the first to oppose a uniformity of text-books, several years ago, when a member of the Wisconsin legislature. Dr. Steele, of Appleton, is the candidate for Superintendent of Public Instruction on the Greenback ticket, and Dr. Carhart on the Prohibition ticket.——W. W. Freeman has resigned the position of principal of the schools at Black River Falls, to which he had been elected by the board. After stating his reasons in a letter to the board, he says: "Therefore I have decided to withdraw my name and let discord do its damage with no agency of mine."——Mr. A. J. Voliand, of Ann Arbor, Mich., a graduate of the Michigan State University, has been engaged as teacher of Latin and Greek in Platteville State Normal School. He is heartily recommended by Prest. Angell, Profs. Frieze, D'Ooge, and Cocker.——The Sheboygan *Times* publishes a list of public school teachers of that city for the coming year. Prof. Harvey continues as principal.——T. C. Richmond, of Green, has been re-nominated for county superintendent.——At the late session of the Kenosha County Teachers' Association, Supt. Hosea Barnes was unanimously elected President.——The Kenosha County Institute seems to have been generally satisfactory to all. By invitation of Dr. Everhardt, the members of the institute visited Kemper Hall. One gentleman, who has traveled extensively, said that no other school in Wisconsin could boast of such beautiful grounds. Ex-Supt. Flett was the recipient of two volumes entitled "The Poets of England" and the "Poets of America." Prof. Salisbury was heartily received by the teachers.——The following is from the pen of Mr. Hoxie, editor of the Evansville *Citizen*: "We passed a couple of Mr. West's school marms on our way to dinner, Monday, and at once recognized them to be girls from the country. Some distance before we approached them, the first stepped in the rear of the second and left nearly or quite one half of the walk unobstructed. The circumstance was so unusual that we made a note of it in this wise."

Educational News.

Colorado.—The *Boulder News* of the 7th inst, contains an elaborate report of the dedication and inaugural ceremonies of the New State University,

which occurred at Boulder the 5th inst. Boulder City was first settled in the fall of 1858. The best building of the town in 1860, a year before a legislature had ever assembled in the territory, was a school house. On the 7th of November, 1861, the territorial legislature passed an act locating the University of Colorado at Boulder City, and providing for fifteen trustees. In 1871 fifty-two acres of land were deeded to the trustees for University grounds. In 1874 the legislature voted an appropriation of $15,000 for the University, on condition that the people of Boulder would donate an equal amount. This they did through the energetic efforts of Marinus G. Smith, who, for his zeal in the matter, won the honorable name of "University Smith." The first buiding of the University was then constructed. It is 81x112 feet on the ground, and four stories high. The basement is of stone. The constitution of the state, adopted in 1876, provided for the election of six University Regents, which were elected at the general election in that year. The Regents elected Dr. Joseph A. Sewall, of Normal, Ill., the first President of the University, and J. E. Dow, of Peoria, Ill., the first professor. President Sewall's inaugural address was a plain presentation of the fundamental principles upon which a true university must rest. The day was one of general rejoicing in Boulder, and the interest manifested by the citizens throughout the state in this important educational movement indicates a healthy sentiment among the people, which is sure to secure for the "Centennial State" an efficient and thorough system of public education. Quite a large number of students are already in attendance at the University.

ILLINOIS.—Rev. Martin E. Cady, A. M., has taken charge of the Jennings Seminary at Aurora. The fall term opened the 19th inst. The rates of board and tuition have been made much lower than ever before, and some special inducements are offered for attendance this term.——Illinois College opened September 13 with an attendance nearly double that of last year.

INDIANA—The High School at Indianapolis is in a most flourishing condition; the attendance reaches about 500. The salary of the Principal, Prof. J. B. Roberts, was reduced with the others last summer, but the board has recently restored it without solicitation.——The question of admitting colored pupils to the public schools of Evansville is puzzling the people of that place considerably.

IOWA.—The Davenport *Gazette* contains the sad announcement of the death of the third and only child—a daughter—of Prin. J. M. DeArmond, the state editor of the WEEKLY. "The child was only an infant, four months old, in whom the hearts of the parents were bound up with particular intensity of devotion, because of previous bereavements."——An unusually large number of ladies are entering the college at Grinnell this year, also of young men in the lower departments.

MICHIGAN.—Prof. Alvin Wilsey has accepted the position of teacher of music in the public schools of Ann Arbor.——School-teachers are scarce in Saugatuck. The institute tax on certificates prevents many from being examined who have not engaged schools, though there is no charge for examination, and the certificate need not be taken until the school is engaged. Mr. W. P. Sutton is principal of the village schools.

MINNESOTA.—More than 100 pupils are in attendance at the St. Cloud Normal, and about 50 in the Model Department.——At the late meeting of the Minnesota Educational Association the following resolutions on the school text-book law were adopted with but one negative vote: "*Resolved*, That while we do not think it necessary to state in detail our objection to the law, we do unhesitatingly declare that it not only unnecessarily contravenes well established laws of trade, but that it is sumptuary in its character and antagonistic to the spirit of the age and the genius of American institutions. Second—While we are opposed to the law because of the great principles which it practically subverts, we also deem it our duty to express our disapprobation of it in consequence of its impracticability. It has no sound financial basis, and an attempt to carry out its provisions will in all probability result in the repudiation of claims and loss to the state treasury. Third—While we respectfully express our disapprobation of the law, we wish it distinctly understood that we impeach neither the wisdom nor the motives of the Legislature enacting it, but exercise the right which we possess as citizens and teachers to express our judgment on the merits of the case just as we would upon any question which now agitates the public mind. Fourth—As our school officers are and will continue to be greatly embarrassed by the uncertainty which prevades the public mind in regard to the performance of their duties; as our schools are seriously hindered in consequence of want of books, which evil must necessarily become more aggravated until some solution is reached; and finally, as we believe the law to be wrong in principle and impracticable in operation, we respectfully ask your Legislature at its ensuing session to repeal it unconditionally, and reimburse the contractor, Mr. Merrill, as far as equity requires, for expenses incurred in seeking to carry out its provisions."

WISCONSIN.—F. O. Burdick is in charge at Geneva. His assistants are Louisa McIntyre, Carry Gray, Mary Wheeler, Libbie Burton, Clara Stephens.——About seventy-five students are in attendance at the Wayland Academy at Beaver Dam.

CHICAGO NOTES.

THE annual meeting of the Board of Education was held the 13th instant. W. K. Sullivan was reëlected President of the Board. W. H. Wells elected Vice President. Duane Doty was elected Superintendent of Schools by eleven votes—one being cast for Mr. Pickard, one for Mr. Wells, and two blank. Mr. E. C. Delano was elected Assistant Superintendent by a unanimous vote. The following resolution and motion were adopted unanimously: "*Resolved*, that a committee of three be appointed by the Chair, whose duty it shall be to prepare a testimonial to be presented to our late Superintendent, Professor J. L. Pickard, expressing our high appreciation of his eminent services to the school system of Chicago during his long term of nearly fifteen years, of our unqualified respect for his character as a gentleman and scholar, and assuring him that our good will shall follow him into whatever sphere of usefulness he may be directed. *Moved*, That such testimonial, when prepared and signed by the said committee, shall be handed to the President, and with his signature, be presented by him to Professor Pickard." The committees on Central High School and Division High Schools were consolidated, also, the committees on Drawing and Painting. Superintendent Doty reported that the public schools had opened this school year with 42,000 pupils. Of these, 32,575 were in the primary school department, 8,000 in the grammar schools, and 1,425 in the high schools. There were 785 teachers doing duty in the day schools; the aggregate of their salaries for the year would be $520,000, or an average of $662 each. The pupils studying Greek were 82; Latin, 655; German, 2,150; taking drawing, 22,500; taking singing, 35,000. The evening schools opened Monday evening, and Wednesday night there were 1,099 in attendance, and 49 teachers at work. The schools opened pleasantly in every part of the city, and the membership was over 2,000 in excess of the average membership of last year.

It is stated that the Newbury estate is to be divided as soon as the necessary legal steps are complied with. About $2,500,000 of the estate is devised for the establishment and maintenance of a public library in this city. The income from the amount to be invested will surpass that of any public library in the country, not excepting the Boston Public Library, or the amount annually appropriated by Congress for the Congressional Library.

Publishers' Notes.

PRICE *of the* WEEKLY *to new subscribers till Jan. 1, 1878, 50 cents.*

Many inquiries having been made of us respecting the "Western Bureau of Education," which is managed by Mr. W. L. Klein, at 170 Clark street, Chicago, and a few respecting such agencies in general, we will say that such an agency *if rightly conducted*, is an excellent means of serving both teachers and boards in making engagements for teaching. Mr. Klein has had a fair amount of patronage, and his success has thus far been in proportion to his patronage. With increased facilities he could do more efficient service for both teachers and boards, and he is intending, as soon as his business demands it, to devote more personal attention to it. In order to render such an agency effective, the whole time of at least one competent person is required, and *he must make it his business to find places for the applicants, and immediately supply such teachers as are needed by school boards.* He must be a man of excellent judgment, good scholarship, extensive personal acquaintance, and long experience in teaching. As a rule, an application made to such an agency secures scarcely more than a little information respecting vacancies—possible or real, though now and then a teacher is materially assisted in procuring such a position as he desires. A mistaken notion sometimes enter an applicant's head that because he has sent in his application and paid his fee, the bureau is therefore under obligations, or has agreed to furnish him with a position. Nothing could be more absurd. It is not at all in the power of such bureau to locate a teacher—that remains entirely with the board of education. If the teacher's qualifications and the salary he demands are not satisfactory to the board, the agent may do his best and not be able to accomplish anything at all for the teacher. The conduct of such an agency cannot be successful if regarded merely as a pastime. It is not a business that will work itself, though it may seem to be, and there is a good demand already for a more thorough and efficient work of this kind in the Northwest.

THE PRACTICAL TEACHER.—The encouragement already received from teachers and county superintendents has convinced us that we cannot afford to print less than ten thousand copies of the first number. Our announcement, made last week, has elicited a hearty response. We are glad to receive word from all interested. Write to us your advice or suggestion as to the best thing to do to render the TEACHER *just what is needed.* Prof. Phelps urges the maintenance of a "Primary Department." This we shall do by all means. We want your views, and your contributions.

—The editor of our culinary department says that the "Buckeye Cookery," mentioned in this corner a few weeks ago, is the best text-book for the novice in cookery yet found.

The paper comes regularly without any trouble, and is a welcome visitor.—G. M. Walker, Milwaukee.

I value the WEEKLY very highly.—Geo. O. Lovett, Watseka, Ill.

Popular Science Monthly and EDUCATIONAL WEEKLY, two of the very best periodicals of their class in the country. Every teacher should have the WEEKLY, and every scholar and lover of scientific intelligence should have the *Popular Science Monthly.—Literary Reporter.*

Our teachers like the WEEKLY, and I shall be able to send in names from time to time.—Supt. S. G. Lamb, Lancaster County, Neb.

I like the WEEKLY, and will do what I can for you in this county.—Supt. Enoch Myers, Fulton County, Ind.

The binders are excellent. I shall send for some more soon to bind my monthlies.—Prof. J. B. Roberts, Indianapolis.

I am highly pleased with the binders.—Prin. J. M. White, Carrollton, Mo.